
North Dakota Commercial Art

Content Standards

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North Dakota Department of Career and Technical Education

Wayne Kutzer, State Director

600 E Boulevard Avenue, Dept. 270

Bismarck, North Dakota 58505-0610

www.nd.gov/cte

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**North Dakota
Commercial Art
Writing Team Members**

Don Roloff
State Supervisor - Trade, Industry, Technical, & Health
Education
ND Department of Career and Technical Education
State Capitol Building, 15th Floor
600 E. Boulevard Avenue, Dept. 270
Bismarck, ND 58505-0610
Phone: 701.328.3183
Email: droloff@nd.gov

Penny Veit-Hetletved
Research and Curriculum Administrator
ND Department of Career and Technical Education
State Capitol Building, 15th Floor
600 E. Boulevard Avenue, Dept. 270
Bismarck, ND 58505-0610
Phone: 701.328.3187
Email: phetletved@nd.gov

Julie Barth
Bismarck Career and Technical Center
Bismarck, ND

Kim Eslinger
Bismarck Career and Technical Center
Bismarck, ND

Kathy Dollinger
Sheyenne Valley Area Career and Technology Center
Valley City, ND

Jack Kline
Bismarck State College
Bismarck, ND

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North Dakota
Commercial Art Standards
Introduction

Goal

The North Dakota Department of Career and Technical Education is committed to working on standards to ensure that each program area can offer courses that allow students to acquire knowledge and skills. CTE not only provides technical skills and knowledge for students to succeed in careers, but also cross-functional workplace skills such as teamwork, problem solving, the ability to find and use information, and provide the context in which traditional educational goals and academic skills can be enhanced.

Process

The standards process is one that directly involves the state supervisor(s), the curriculum administrator for this agency, and teachers working directly with the content at hand. Once the standards are written and expectations are clearly defined, the standards are then compared and ultimately aligned with national and industry standards.

Academic Integration

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program area. The standards produced for each program area will be cross walked with the most current academic drafts of English Language Arts, Mathematics, and Science. When possible, standards will be cross walked with other academic areas that correspond.



Definitions

Each standard includes one or more topic statements as well as competencies. The competencies are then categorized into three divisions: Introductory, Core, and Advanced. These divisions can further be defined as:

Introductory:	Learners at this level expand awareness and build comprehension of knowledge.
Core:	Learners at this level experience acquired knowledge by applying it to situations and self.
Advanced:	Learners at this level analyze, synthesize, judge, assess, and evaluate knowledge in accord with their own goals, values, and beliefs, and/or real situations.



Overview of Standards



Standards at a Glance

COMPREHENSIVE STANDARDS

1.0 GRAPHIC AND DIGITAL DESIGN

- Provide an overview of the industry.

2.0 PROFESSIONAL DEVELOPMENT

- Acquire the knowledge, attitudes, and interpersonal skills for professional development.

Standard with Topics

CONTENT STANDARDS

1.0 GRAPHIC AND DIGITAL DESIGN

- Provide an overview of the industry.
 - 1.1 Apply basic learning skills related to technical reading and writing.
 - 1.2 Practice basic math and measurement skills.
 - 1.3 Implement proficient laboratory safety practices.
 - 1.4 Investigate studio art techniques.
 - 1.5 Design digital art using applicable industry software.
 - 1.6 Utilize layout concepts.
-

2.0 PROFESSIONAL DEVELOPMENT

- Acquire the knowledge, attitudes, and interpersonal skills for professional development.
 - 2.1 Explore career opportunities and develop workplace skills.
 - 2.2 Integrate knowledge, skills, and practices to become a leader.
 - 2.3 Examine industry and workplace ethics.
-

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Topic 1: Apply basic learning skills related to technical reading and writing.

Student Competencies

Introductory

- 1.1.1 Interpret written and/or verbal directions.
- 1.1.2 Understand proofreading elements.

Core

- 1.1.3 Demonstrate the skills outlined in a technical manual.
- 1.1.4 Practice effective technical writing techniques (e.g. chapter outlining, note taking, project notation, etc.).
- 1.1.5 Recognize proofreader's marks.
- 1.1.6 Implement proper grammatical forms.

Keys to Employability

Basic Skills

- 1. Reading → Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- 2. Writing → Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- 3. Arithmetic/Mathematics → Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 4. Listening → Receives, attends to, interprets, and responds to verbal messages and other cues.
- 5. Speaking → Organizes ideas and communicates orally.

Thinking Skills

- 1. Creative Thinking → Generates new ideas.
- 2. Decision-Making → Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3. Problem Solving → Recognizes problems and devises and implements plan of action.
- 4. Seeing Things in the Mind's Eye → Organizes, processes symbols, pictures, graphs, objects and other information.
- 5. Knowing How to Learn → Use efficient learning techniques to acquire and apply new knowledge and skills.
- 6. Reasoning → Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Topic 2: Practice basic math and measurement skills.

Student Competencies

Introductory

- 1.2.1 Introduce basic measurement skills (e.g. rulers, points, picas, etc.).
- 1.2.2 Identify basic measuring tools.

Core

- 1.2.3 Add and subtract decimals and fractions.
- 1.2.4 Transition between fractions and decimals.
- 1.2.5 Transition between feet and inches.
- 1.2.6 Calculate simple percents.
- 1.2.7 Use measuring tools to accurately measure to 1/16 inch.
- 1.2.8 Use a proportional wheel to calculate reduction and enlargement.
- 1.2.9 Apply basic mathematic operations (e.g. measurement with rulers, decimal conversions for rulers, ratios, etc.).

Advanced

- 1.2.10 Calculate time and money relating to a production job.
- 1.2.11 Convert the printer's point system to inches.
- 1.2.12 Use a line gauge to measure picas and points.

Keys to Employability – Cont.

Technology

1. Selects Technology → Chooses procedures, tools, or equipment, including computers and related technologies.
2. Applies Technology to Task → Understand overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment → Prevents identifies, or solves problems with equipment, including computers, and other technologies.

Resources

1. Time → Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money → Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities → Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources → Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal

1. Participates as a Member of a Team → Contributes to group effort.
2. Teaches Others New Skills.
3. Serves Clients/Customers → Works to satisfy customer's expectations.
4. Exercises Leadership → Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates → Works toward agreements involving exchange of resources, resolves divergent interests.
6. Works with Diversity → Works well with men and women from diverse backgrounds.

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Topic 3: Implement proficient laboratory safety practices.

Student Competencies

Introductory

- 1.3.1 List safety rules for housekeeping, fire, chemical, electrical, first aid, hand tools, machines, and lab policies.
- 1.3.2 Identify colors of safety code, classes of fires, and types of fire extinguishers.
- 1.3.3 Describe how to read MSDS sheets (material safety data sheets).

Core

- 1.3.4 Recall proper sequence of steps in case of an accident.
- 1.3.5 Demonstrate personal and general safety precautions. (e.g. first aid, etc.).
- 1.3.6 Maintain a clean, orderly, and safe work area.

Keys to Employability – Cont.

Personal Qualities

1. Responsibility → Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem → Believes in own self worth and maintains a positive view of self.
3. Sociability → Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management → Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
5. Integrity/Honesty → Chooses ethical courses of action.

Systems

1. Understand Systems → Knows how social, organizational and technological systems work and Operates effectively with them.
2. Monitors and Corrects Performance → Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems → Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Information

1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information.

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Topic 4: Investigate studio art techniques.

Student Competencies

Introductory

- 1.4.1 Identify various medium.
- 1.4.2 Recognize various photo concepts and theory.

Core

- 1.4.3 Explore illustration techniques (e.g. theory, pen & ink, scratchboard, air brush, colored pencils, marker rendering, etc.).
- 1.4.4 Employ photo lab processes (e.g. film and print).
- 1.4.5 Finalize artwork for presentation (e.g. matting, mounting, etc.).

Advanced

- 1.4.6 Demonstrate advanced dark room techniques (e.g. dodging, burning, etc.).

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Topic 5: Design digital art using applicable industry software.

Student Competencies

Introductory

- 1.5.1 Activate a scanner for operation.
- 1.5.2 Scan line art illustrations.
- 1.5.3 Scan photographs.
- 1.5.4 Investigate methods of digital manipulation.
- 1.5.5 Import a graphic illustration from a file.
- 1.5.6 Export a graphic illustration from a program.
- 1.5.7 Store a file on removable media (e.g. CD, DVD, jump drive, stick, etc.).
- 1.5.8 Store a file on a hard drive and file server.
- 1.5.9 Explore digital camera types.
- 1.5.10 Format a page layout.
- 1.5.11 Identify illustrations as vector or raster.
- 1.5.12 Recognize aspects of margins (e.g. gripper, bleed, lay-backs, etc.).

Core

- 1.5.13 Recognize the need for the halftone process.
- 1.5.14 Discuss and apply scanning criterion (e.g. resolution, screen frequency, etc.).
- 1.5.15 Create a graphic illustration in a program.
- 1.5.16 Alter a file illustration.
- 1.5.17 Create a single-color camera-ready job.
- 1.5.18 Create a 2-color camera ready job using electronic trapping.
- 1.5.19 Employ digital camera settings (e.g. format, resolution, picture effect, etc.).
- 1.5.20 Set justified copy (e.g. centered, left, or right).
- 1.5.21 Set copy (e.g. tabular columns, dot leaders, mixed faces, hanging indentation, run around, etc.).
- 1.5.22 Demonstrate the use of toolboxes, quick-keys, and menus in draw, photo, and page layout applications.

Advanced

- 1.5.23 Utilize imposition (e.g. booklets, brochures, etc.).
- 1.5.24 Create 4-color process projects.
- 1.5.25 Demonstrate the use of toolboxes, quick-keys, and menus in animation and web design applications.

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Topic 6: Utilize layout concepts.

Student Competencies

Introductory

- 1.6.1 Explore the impacts of typography.
- 1.6.2 Identify type size, fonts, and styles.
- 1.6.3 Integrate thumb nail sketches into a rough draft and a comprehensive layout.
- 1.6.4 Explore the elements of design.
- 1.6.5 Recognize principles of design.

Core

- 1.6.6 Select type size, fonts, and styles for a variety of products.
- 1.6.7 Practice rules of typography (e.g. two family fonts, readability, leaving a widow, etc.).
- 1.6.8 Demonstrate an ability to utilize the elements of design. (i.e. line, shape, value, form, texture, color, format/space).
- 1.6.9 Demonstrate an ability to utilize the principles of design (e.g. balance, emphasis, rhythm, contrast, unity, proximity, movement, etc.).
- 1.6.10 Analyze written information hierarchy (e.g. sequence of information, etc.).
- 1.6.11 Analyze layout formats (e.g. ads, magazines, newspapers, bill boards, logo designs, etc.).

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Academic Cross Walk

English Language Arts

- 9.1.2 Formulate a preliminary thesis statement.
- 9.1.3 Cross-reference information.
- 9.1.4 Evaluate relevancy of information.
- 9.1.5 Organize information from a variety of sources; e.g., chronological.
- 9.1.6 Summarize information.
- 9.1.8 Use primary and secondary sources.
- 9.2.3 Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.
- 9.2.4 Identify persuasive writing.
- 9.2.5 Locate redundancies in written texts to clarify meaning.
- 9.2.12 Explain ways in which the setting affects the development of a story.
- 9.3.1 Write expository texts; e.g., essays, directions, and letters.
- 9.3.5 Organize the ideas and details of a composition according to purpose.
- 9.3.6 Elaborate ideas through word choice and description using grade-level vocabulary.
- 9.3.11 Arrange paragraphs in a logical progression.
- 9.3.12 Use technology; e.g., publishing software and graphic programs, to present written work.
- 9.4.1 Analyze the audience and adjust message and wording to suit purpose.
- 9.4.2 Use visual aides effectively in oral presentations.
- 9.4.3 Use notes and manuscripts to make oral presentations.
- 9.4.4 Engage in a group discussion.
- 9.4.5 Use critical listening skills; i.e., reflection.
- 9.5.1 Identify existing and developing media.
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.
- 9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.
- 9.6.3 Use conventions of punctuation.
- 9.6.6 Interpret symbolism.
- 10.1.1 Form questions to focus research.
- 10.1.2 Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search.
- 10.1.3 Gather reliable information to support a thesis.
- 10.1.4 Use relevant information.
- 10.1.5 Organize information from a variety of sources into a unified whole.
- 10.1.9 Develop an outline.
- 10.1.11 Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
- 10.2.1 Summarize information from nonfiction genres.
- 10.2.7 Apply universal themes to real life situations.

English Language Arts – Cont.

- 10.3.3 Use prewriting techniques to generate ideas.
- 10.3.4 Organize the ideas and details of a composition according to purpose.
- 10.3.5 Elaborate ideas through word choice and description using grade-level vocabulary.
- 10.3.7 Use a variety of supporting details.
- 10.3.8 Use language appropriate to the format of the composition.
- 10.3.9 Use precise language to describe people, places, and things.
- 10.3.11 Edit and revise compositions with attention to content.
- 10.3.12 Edit and revise compositions for consistent point of view.
- 10.3.13 Use knowledge of sentence structure and sentence construction to edit and revise text.
- 10.4.1 Analyze the audience and adjust message and wording to suit the purpose.
- 10.4.2 Use appropriate body language in oral presentations.
- 10.4.3 Formulate questions in response to a verbal message.
- 10.5.1 Identify existing and developing media.
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.
- 10.5.3 Evaluate the portrayal of ethnicity and lifestyles in media messages.
- 10.5.4 Analyze media messages.
- 11.1.1 Research topics independently using appropriate sources.
- 11.1.2 Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
- 11.1.7 Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources.
- 11.2.3 Analyze details, facts, and concepts from nonfiction genres.
- 11.2.4 Identify techniques used in persuasive writing including inductive reasoning and propaganda.
- 11.3.2 Organize the ideas and details of a composition according to purpose.
- 11.3.5 Use a variety of supporting details.
- 11.3.6 Use figurative language in writing.
- 11.3.8 Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.
- 11.4.1 Analyze the audience and adjust message and wording to suit the purpose.

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Academic Cross Walk

English Language Arts – Cont.

- 11.4.2 Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions.
- 11.5.1 Identify existing and developing media.
- 11.5.2 Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.
- 11.6.1 Use conventions of grammar, usage, and punctuation to edit and revise.
- 12.1.1 Plan a research strategy.
- 12.1.2 Determine purpose; e.g., inform, persuade.
- 12.1.3 Develop a research question.
- 12.1.4 Defend research paper or project.
- 12.1.5 Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources.
- 12.2.8 Use technical language/jargon to decipher meaning.
- 12.3.3 Organize the ideas and details of a composition according to purpose.
- 12.3.4 Use variety of sources for supporting details.
- 12.3.5 Elaborate ideas through word choice and description using grade-level vocabulary.
- 12.3.7 Use techniques to convey an individual voice and style; e.g., tone, syntax, diction, figurative language.
- 12.3.9 Edit and revise compositions for unity, coherence, clarity, and fluency.
- 12.3.10 Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement.
- 12.4.1 Evaluate audience based on social characteristics, e.g., religion, culture, and gender.
- 12.4.2 Use tone, inflection, pitch, and emphasis effectively in oral presentations.
- 12.4.3 Analyze the audience and adjust message and wording to suit the audience while speaking.
- 12.4.4 Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.
- 12.5.1 Identify existing and developing media.
- 12.5.2 Create a media project for a purpose.
- 12.5.5 Examine advanced media techniques, e.g., music and sound, camera angles, lighting, and aesthetic effects.
- 12.6.1 Use conventions of grammar, usage, and punctuation to edit and revise.

Mathematics

- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation.
- 9-10.1.4 Represent a set of data in a matrix.
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems.
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers.
- 9-10.1.11 Add, subtract, and perform scalar multiplication on matrices.
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement.
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations.
- 9-10.5.8 Manipulate algebraic expressions and equations using properties of real numbers, e.g., simplify, factor.
- 9-10.5.12 Graphically represent the solution or solutions to an equation, inequality, or system.
- 9-10.5.13 Interpret a graphical representation of a real-world situation.
- 9-10.5.15 Approximate and interpret rates of change from graphical and numerical data.
- 11-12.1.7 Add, subtract, and multiply complex numbers.
- 11-12.1.8 Multiply matrices containing no more than three rows or columns without the use of technology.

Standard 1: Graphic and Digital Design – Provide an overview of the industry.

Academic Cross Walk

Science

- 9-10.2.1 Explain how scientific investigations can result in new ideas.
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).
- 11-12.2.1 Explain how new knowledge and methods emerge from different types of investigations and public communication among scientists.
- 11-12.6.1 Select and use appropriate technologies, tools, And techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators).

Tech Literacy

- 12.1.1 Define a research problem or task.
- 12.1.2 Plan a research strategy.
- 12.1.3 Access information using a variety of sources.
- 12.1.4 Use a variety of criteria to evaluate and select information for research.
- 12.1.5 Use organizational strategies to record and synthesize information.
- 12.1.6 Present research.
- 12.1.7 Evaluate the research process.
- 12.2.1 Demonstrate awareness of audience when creating media products.
- 12.2.2 Synthesize information to create a product that meets a specific need.
- 12.2.3 Use a variety of criteria to evaluate media products.
- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school.
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology.
- 12.3.2 Demonstrate advanced knowledge and skills in various media and technology.
- 12.4.1 Work cooperatively and collaboratively when using media and technology.
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing.
- 12.4.3 Demonstrate self-motivation in seeking information.
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment.
- 12.5.1 Follow school policies for responsible use of information resources.
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format.

Standard 2: Professional Development – Acquire the knowledge, attitudes, and interpersonal skills for professional development.

Topic 1: Explore career opportunities and develop workplace skills.

Student Competencies

Introductory

- 2.1.1 Explore career opportunities in the commercial art industry.

Core

- 2.1.2 Write a resume and cover letter using technical skills.
 2.1.3 Prepare a personal portfolio.
 2.1.4 Practice job seeking skills (e.g. interviewing, role playing, job shadowing, field trips, etc.).
 2.1.5 Demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

Keys to Employability

Basic Skills

1. Reading → Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing → Communicates thoughts, ideas, information, and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics → Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening → Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking → Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking → Generates new ideas.
2. Decision-Making → Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving → Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye → Organizes, processes symbols, pictures, graphs, objects and other information.
5. Knowing How to Learn → Use efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning → Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Standard 2: Professional Development – Acquire the knowledge, attitudes, and interpersonal skills for professional development.

Topic 2: Integrate knowledge, skills, and practices to become a leader.

Student Competencies

Introductory

- 2.2.1 Identify the advantages of a “team” (peer coaching, cooperative learning exercises, etc.).
- 2.2.2 Develop and practice leadership skills.

Core

- 2.2.3 Give presentations (for varied purposes, audiences, etc.).
- 2.2.4 Conduct and/or attend a meeting (e.g. parliamentary procedure).
- 2.2.5 Investigate and/or participate in leadership organizations (e.g. SkillsUSA, etc.).
- 2.2.6 Implement student-centered instruction opportunities (e.g. lab/equipment facilitation, safety instruction, etc.).

Advanced

- 2.2.7 Participate in workplace experiences (e.g. co-op, internships, job shadowing, etc.).

Keys to Employability – Cont.

Technology

- 1. Selects Technology → Chooses procedures, tools, or equipment including computers and related technologies.
- 2. Applies Technology to Task → Understands overall intent and proper procedures for setup and operation of equipment.
- 3. Maintains and Troubleshoots Equipment → Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Resources

- 1. Time → Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- 2. Money → Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- 3. Material and Facilities → Acquires, stores, allocates, and uses materials or space efficiently.
- 4. Human Resources → Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal

- 1. Participates as a Member of a Team → Contributes to group effort.
- 2. Teaches Others New Skills.
- 3. Serves Clients/Customers → Works to satisfy customer’s expectations.
- 4. Exercises Leadership → Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- 5. Negotiates → Works toward agreements involving exchange of resources, resolves divergent interests.
- 6. Works with Diversity → Works well with men and women from diverse backgrounds.

Standard 2: Professional Development – Acquire the knowledge, attitudes, and interpersonal skills for professional development.

Topic 3: Examine industry and workplace ethics.

Student Competencies

Introductory

2.3.1 Identify elements of the copyright law.

Core

2.3.2 Understand “fair use” of copy written material, both published and electronic.

2.3.3 Define plagiarism.

2.3.4 Demonstrate work ethics (e.g. attendance, punctuality, responsibility, integrity, preparedness, etc.).

Keys to Employability – Cont.

Personal Qualities

1. Responsibility → Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem → Believes in own self worth and maintains a positive view of self.
3. Sociability → Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management → Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
5. Integrity/Honesty → Chooses ethical courses of action.

Systems

1. Understand Systems → Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance → Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems’ performance and corrects malfunctions.
3. Improves or Designs Systems → Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Information

1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information
4. Uses Computers to Process Information.

Standard 2: Professional Development – Acquire the knowledge, attitudes, and interpersonal skills for professional development.

Academic Cross Walk

English Language Arts

- 9.1.2 Formulate a preliminary thesis statement.
- 9.1.3 Cross-reference information.
- 9.1.4 Evaluate relevancy of information.
- 9.1.5 Organize information from a variety of sources; e.g., chronological.
- 9.1.6 Summarize information.
- 9.1.8 Use primary and secondary sources.
- 9.2.3 Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.
- 9.2.4 Identify persuasive writing.
- 9.2.5 Locate redundancies in written texts to clarify meaning.
- 9.2.12 Explain ways in which the setting affects the development of a story.
- 9.3.5 Organize the ideas and details of a composition according to purpose.
- 9.3.6 Elaborate ideas through word choice and description using grade-level vocabulary.
- 9.3.8 Use supporting details.
- 9.3.11 Arrange paragraphs in a logical progression.
- 9.3.12 Use technology; e.g., publishing software and graphic programs, to present written work.
- 9.4.1 Analyze the audience and adjust message and wording to suit purpose.
- 9.4.2 Use visual aides effectively in oral presentations.
- 9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.
- 9.6.3 Use conventions of punctuation.
- 10.1.1 Form questions to focus research.
- 10.1.2 Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search.
- 10.1.3 Gather reliable information to support a thesis.
- 10.1.4 Use relevant information.
- 10.1.11 Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
- 10.2.7 Apply universal themes to real life situations.
- 10.3.3 Use prewriting techniques to generate ideas.
- 10.3.4 Organize the ideas and details of a composition according to purpose.
- 10.3.5 Elaborate ideas through word choice and description using grade-level vocabulary.
- 10.3.7 Use a variety of supporting details.
- 10.3.8 Use language appropriate to the format of the composition.
- 10.3.9 Use precise language to describe people, places, & things.
- 10.3.11 Edit and revise compositions with attention to content
- 10.3.13 Use knowledge of sentence structure and sentence construction to edit and revise text.

English Language Arts – Cont.

- 10.3.14 Use sentence reduction techniques to revise and edit compositions.
- 10.4.1 Analyze the audience and adjust message and wording to suit the purpose.
- 10.4.2 Use appropriate body language in oral presentations.
- 10.4.3 Formulate questions in response to a verbal message.
- 11.1.1 Research topics independently using appropriate sources.
- 11.1.2 Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
- 11.1.7 Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources.
- 11.2.3 Analyze details, facts, and concepts from nonfiction genres.
- 11.3.2 Organize the ideas and details of a composition according to purpose.
- 11.3.3 Elaborate ideas through word choice and description using grade-level vocabulary.
- 11.3.5 Use a variety of supporting details.
- 11.4.1 Analyze the audience and adjust message and wording to suit the purpose.
- 11.6.1 Use conventions of grammar, usage, and punctuation to edit and revise.
- 12.1.1 Plan a research strategy.
- 12.1.2 Determine purpose; e.g., inform, persuade.
- 12.3.1 Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint.
- 12.3.3 Organize the ideas and details of a composition according to purpose.
- 12.3.4 Use variety of sources for supporting details.
- 12.3.5 Elaborate ideas through word choice and description using grade-level vocabulary.
- 12.3.8 Edit and revise compositions for standard writing conventions and appropriate tone.
- 12.3.9 Edit and revise compositions for unity, coherence, clarity, and fluency .
- 12.3.10 Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement.
- 12.4.2 Use tone, inflection, pitch, and emphasis effectively in oral presentations.
- 12.4.3 Analyze the audience and adjust message and wording to suit the audience while speaking.
- 12.6.1 Use conventions of grammar, usage, and punctuation to edit and revise.



Standard 2: Professional Development – Acquire the knowledge, attitudes, and interpersonal skills for professional development.

Academic Cross Walk

Mathematics

None

Science

None



Standard 2: Professional Development – Acquire the knowledge, attitudes, and interpersonal skills for professional development.

Academic Cross Walk

Tech Literacy

- 12.1.1 Define a research problem or task.
- 12.1.2 Plan a research strategy.
- 12.1.3 Access information using a variety of sources.
- 12.1.4 Use a variety of criteria to evaluate and select information for research.
- 12.1.5 Use organizational strategies to record and synthesize information.
- 12.1.6 Present research.
- 12.1.7 Evaluate the research process.
- 12.2.1 Demonstrate awareness of audience when creating media products.
- 12.2.2 Synthesize information to create a product that meets a specific need.
- 12.2.3 Use a variety of criteria to evaluate media products.
- 12.2.4 Use a variety of media and technology to communicate with communities beyond the school.
- 12.3.1 Explain and use appropriate terminology and concepts associated with media and technology.
- 12.3.2 Demonstrate advanced knowledge and skills in various media and technology.
- 12.4.1 Work cooperatively and collaboratively when using media and technology.
- 12.4.2 Develop competence and selectivity in reading, listening, and viewing.
- 12.4.3 Demonstrate self-motivation in seeking information.
- 12.4.4 Use a variety of media and technology for personal needs and enjoyment.
- 12.5.1 Follow school policies for responsible use of information resources.
- 12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format.